outGrades 6-12 ELA Lesson Plan

**Teacher:** \_\_Therrell\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_6th\_\_\_\_\_\_ **Date:** \_\_\_7/24/12\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Perspectives and Point of View** | | **Corresponding Unit Task:**  **Pre-teaching writing a persuasive letter for Unit1, Tasks 2 and 3** |
| **Unit EQ(s):** | How do I write a persuasive letter | |
| **Essential Vocabulary** | Persuade, fact, opinion, reason, evidence, issue, audience, purpose, introduction, body (in writing), conclusion (in writing) | |
| **Materials/Resources** | Text of “The True Story of the Three Little Pigs”, “Elements in Language” textbook and ancillary resources. | |
| **Activating Strategy/ Bell Ringer** | Write a letter to your parents persuading them to extend your Saturday night curfew to 12 midnight so you may attend a friend’s party. | |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing  X Word Study   * Speaking & Listening   **Gradual Release of Responsibility:**  Modeled   * Shared * Guided Practice * Independent | COMMON CORE STATE STANDARDS:  *Power Standard*  RI.6.9. Compare and contrast one author’s presentation of events with that of another.  *Relating Power Standards*  **W.6.2 A-F:** Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  *Supporting Standards*  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.5**- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **RL.6.1** -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3-** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RL.6.5-** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **L.6.4 A-D:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  **L.6.5 A-C:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **I Can Statements:**   * **Determine fact, opinion, reasons, supporting evidence, issue, opinion statement, audience, purpose/call to action.** * **Formulate reasons and evidence to support my opinion.** * **Express my opinion in the form of a persuasive letter.**   **Instructional Plan:**   * **Review “The True Story of the Three Little Pigs,” by A. Wolf (Note: story has been used previously – comparison between this story and the “original” story has already occurred.)** * **(WE) Define/Discuss “fact” and “opinion”. (THEM) Identify facts and opinions from the story (THEM). (Transparency #53, “Fact & Opinion” Graphic Organizer Chpt 7, Elements in LA CD/Flash drive Reading Workshop)** * **(WE) Define/Discuss “reasons” and “evidence”. (THEM) Identify reasons and evidence from the story. (Transparency #54, “Reasons & Evidence,” Graphic Organizer Chpt. 7, Elements In LA CD/Flash drive Reading Workshop)** * **(WE) Define/Discuss “issue” and “opinion statement.” (THEM) Identify issue and opinion statement in the story. (Graphic organizer example in Writing file, same file as above.)** * **(WE) Define/Discuss “audience” and “purpose”/”call to action. (THEM) Identify audience and purpose/call to action related to the story. (Graphic organizer example in Writing file, same resource as above, different file.)** * **Model writing a persuasive letter. (WE) will work on a persuasive letter together which will represent the third pigs point of view. (pg. 244, Elements in Language/Framework-Introduction, Body, & Conclusion example) and (pg. 246, Designing the letter example) (Graphic organizers for rough draft in Chpt. 7 Writing pdf. File, “Elements in LA”)** | |
| **Closing/Summarizing Strategy** | Review components (issue, opinion statement, reasons and supporting evidence) of persuasive letter before students begin writing. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Use more complex text depending on class level |  | Follow lesson as set forth. |
| **Assessment(s)** | Write a persuasive letter from the Wolf’s point of view to the jury. (Function as defense attorney’s closing argument to the jury.) | | |
| **Reflection** | Pre-teaching letterwriting in preparation for Task 3. | | |

Rubric for scoring assessment, “Elements in LA”, pg. 156, Ancillary materials, Writing Workshop file. “Communications”

Additional rubric for scoring assessment, “Springboard,” pg. 257.